

Modelling Educational Life Course.

Eccles and colleagues’ (1983; see also Eccles & Wigfield, 2020) situated expectancy-value model of motivation and achievement choices is well-placed as it integrates the notion of human agency within the broader sociocultural contexts of behavioural choices, learning, achievement and attribution. By linking achievement-related choices to human agency, we begin to uncover the motivation behind individuals’ beliefs and expectations for success and the subjective values they hold across multiple achievement-related domains (Eccles, 2008). For example, why do individuals make the choices they do with respect to their education, future careers or social lives? What explains the differential educational pathways that students pursue, despite similar social origins and experiences? A second component of the theory emphasizes the relation of individuals’ choices and belief systems to various socio-historical experiences and dispositional characteristics that influence development. When contextual factors provide adequate support for students to learn and thrive, students feel confident and competent about their ability to succeed, forge a sense of self-coherence and place high value on doing well. Together, competence, value and expectancy beliefs are known to strongly predict achievement-related outcomes. The figure below depicts the conceptual framework guided by Eccles’ expectancy-value theory. Additionally, our study also considers the life course concept of “turning points” that reflect effective use of agency to repair/revise disrupted transitions affected by difficult social structure. Finally, we expand on the outcome domains with constructs derived from the positive youth development and well-being literature.

Conceptual Framework

An Expectancy-Value and Life Course Model

